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ABSTRACT

A project that provided content area teachers with inservice training to help them develop additional skills and strategies for teaching reading is described in this report. After a lengthy synopsis of the report, the first section elucidates the philosophy underlying the project and the model the project was building. The next section describes the procedures that were used for selecting personnel and the major problems that the project faced. The following section constitutes the bulk of the report, providing an evaluation of the project's performance objectives. The final section summarizes the program and provides recommendations. Appendixes provide descriptions of the project's instruments and copies of the instruments themselves. (JL)

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EVALUATION
OF
TEACHING READING IN THE CONTENT AREA FOR SECONDARY TEACHERS - REGION 7.

REGION 7 Leads the way in
QUALITY EDUCATION

Funded Under
Elementary and Secondary Education Act Title IV-C

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Prepared by

Dr. M. Syropoulos, Project Evaluator
Office of Research, Planning and Evaluation
Department of Research and Evaluation

September 1981

CS006738

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PROJECT ABSTRACT

Title : Detroit's Teaching Reading in Content Areas for Secondary Teachers.

Funding Source : ESEA Title IV-C

Funding Level : $113,666.00

Purpose : To train content area teachers in secondary schools (Denby and Finney) to develop reading skills that they can use to help students with reading problems associated with textbook reading.

Eligibility Requirements : Denby and Finney Teachers

Numbers of Students Served : Two hundred and six students

Location : Detroit Public Schools, Region 7, Denby and Finney High Schools.

Number of Professionals : Twenty-six teachers

Evaluation : The Office of Research, Planning and Evaluation, Research and Evaluation Department, Detroit Public Schools.

First Year of Funding : 1979-1980

Program Features : A professional development inservice program has been developed to help teachers both choose and utilize printed materials to promote optimal student learning and enjoyment. Those teachers who are most interested in having their students master content will find that there is in reality no dichotomy between teaching reading and teaching content. Content areas teachers will find that learning is facilitated if they teach those skills which are necessary for understanding their materials. This they can do at the same time that they teach content.

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A Synopsis

of

TEACHING READING IN THE CONTENT AREA FOR SECONDARY TEACHERS - REGION 7

Project Description

A. Philosophy Underlying the Project

It is the content area teacher who, through his interest, education and preparation, is a specialist in his content area. He knows the terminology necessary for effective communication when interacting with students and the concepts to be taught in the subject. He can best deal with the pupils needs in vocabulary and concept development.

Reading specialists such as Strang, Bond, Tinker, Dechant and Spache estimate that 80 to 90 percent of all study activities in typical secondary schools require reading. Perhaps no other single skill is as important to an individual as the ability to read well. The present day secondary school students require a continuum of experience in reading instruction which is broad based. It involves the reading specialists and demands the help of well-trained subject matter teachers.

The teacher's readiness in teaching reading has a great deal of bearing on the general effectiveness of the developmental reading program. Leo Fay has indicated that the teacher's readiness is as significant as that of the students and feels that the following summarized factors are important elements of teacher readiness:

1. Knowing the abilities and achievement levels of one's student
2. Knowing what is necessary for effective reading in a particular content
3. Knowing what specific materials and selections will help students improve their reading skills
4. Knowing specific instructional approaches to use with various types of students and their needs

B. The Model the Project is Using

The content area teacher is in the position to be the most capable of assisting pupils in learning new vocabulary accurately and correctly

Associating meaning with new symbols. Content area teachers can also best determine the students' strengths and weaknesses in concept development and reading comprehension. Motivation and interest can be created by the subject matter teachers, and areas of difficulties in content materials can more easily be clarified by her/him. The content area teacher has the background and knowledge necessary for helping the student secure and purposefully read the materials for mastery.

During the 1980-81 school year, a group of 26 content area teachers from Denby and Finney High Schools volunteers were selected to attend five hours of inservice training each month to develop additional skills and strategies for teaching reading in the content area. Mathematics, Science, and Social Studies teachers had priority for this training. All high school librarians were also invited to participate.

No attempt was made to reduce class size below the negotiated numbers, nor will additional preparation periods be given to these teachers.

> "Reading is taught in content areas when subject area teachers teach their students what they are required to read as they read it. The instruction is provided by regular classroom teachers within regular subject-area classes as a natural part of the curriculum" . . . .:Harold L. Herber

The purpose of content-area reading teaching are:

1. To give teachers better, sharper tools to accomplish their own subject-matter objectives.

2. To give students a better chance to learn the content skills a teacher feels they need to master.

In order to achieve these purposes, teachers will be receiving in the following areas:

1. Knowledge of guidelines for meaningful selection and assessment of print materials

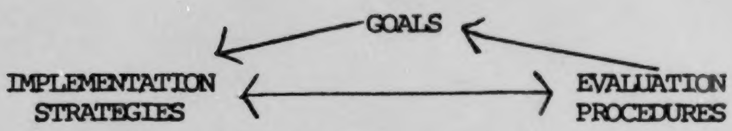
2. Knowledge of reading skills

3. Knowledge of teaching strategies for reading development in content areas.

4. Knowledge of study skills

5. Implementation of teaching strategies

6. Development of instructional manuals



For each inservice session, goals are determined for what is to be taught (content), how it is to be taught (process), and how to determine if skills have been mastered (evaluation). Participants also evaluate each inservice sessions. Various modes of instruction are used.

C. Major Activities Not Included with the Project Model Description

1. Ten project staff teachers attended the Michigan Association Curriculum Development Conference, February 5, 1981.
2. Nine project staff teachers attended the "OPT-IN" Conference, April 16, 1981
3. Seven project staff teachers attended a conference sponsored by Wayne County Intermediate School District, June 22-26, 1981.
4. Five project staff teachers attended the Management Academy in Detroit, June 30 - July 1, 1981.

EVALUATION PROCEDURES AND PROBLEMS

A. Procedures for Selecting Personnel

When an opportunity came to write a proposal, the needs of content area teachers was a natural choice. At the time, there was no formal assessment done to determine if such a program was needed.

After acceptance of the proposal, two surveys were used, with the consent of the Advisory Council to ascertain teachers attitudes toward reading and teachers' inservice need in reading. Over forty percent (40%) of the teachers responded to the two questionnaires.

The Advisory Council agreed to the general plan suggested by the Project Director and Evaluator for the three-year plan.

During the 1980-81 school year, a volunteer group of 26 content areas teachers from Denby and Finney High Schools were invited to attend five hours of inservice training each month to develop additional skills and strategies for teaching reading in content areas. Mathematics, Science, and Social Studies teachers had priority for this training. Twenty-six teachers from the two high schools agreed to participate in the project.

Also, all the department heads from Denby and Finney agreed to participate in some of the worksho-s.

The content area teacher is in the position to be the most capable of assisting pupils in learning new vocabulary accurately and correctly associating meaning with new symbols. Content area teachers can also best determine the students' strengths and weaknesses. In concept development and reading comprehension.

B. Major Problems Identified by the Project Director

The greatest barrier to the operation of the program was the communication program between various departments within the school system. The project director had difficulty in obtaining the materials, supplies, and consultants selected for the program since all funds were controlled at the central level.

The following incidents magnify the problems:

1. TRICA was not implemented at the beginning of the school year due to Central Board regulations.
2. Consultants and participants were not paid in a timely manner.
3. Materials and supplies were not delivered as scheduled.

OBJECTIVES' SUMMARY FINDINGS

Product Objective #1.0

1. Denby and Finney project participants will become knowledgeable with reading assessment techniques by June, 1981. Seventy-five percent (75%) of the target staff will respond correctly to 75% of the test items.

2. Results Statement - There were only 20 (87%) of the participants who scores over 75% of the FRY Tests. The mean average of the test of all the participants was 85%. The mean average of the CLOZE Test was 88%.

3. The objective was achieved.

4. Supplementary Analysis

    a. Criterion for Success - Eighty percent (80%) of the participants will rate the inservice training satisfactory on 80% of the statement of each training session.

    b. Results Statement - There were twenty-six (26) staff members who completed and returned the questionnaires. All staff members rated the workshop satisfactory. The mean average on all statements was ninety-seven percent (97%).

Process Objective #1.1

1. Denby and Finney project participants will attend inservice training workshops. A minimum of 15 teachers will attend 75% of the inservice workshops.

2. Results Statement - There was 24 (96%) of the participants who attended over 75% of the inservice workshops. The mean average of the attendance was 97%.

3. The objective was achieved.

4. Supplementary Analysis

   a. Criterion for Success - Eighty percent (80%) of the participants will rate the inservice training satisfactory on 80% of the statement of each training sessions.

   b. Results Statements - There were twenty-three (23) staff members who completed and returned the questionnaires. All staff members rated the workshop satisfactory. The mean average on all statements were ninety-eight percent (98%) of the four workshops.

Product Objective #2.0

1. Denby and Finney project staff will become knowledgeable in teaching strategies for reading development in content areas by June, 1981. Seventy-five percent (75%) of the project teachers will respond correctly to 75% of the test items.

2. Results Statement

   a. Twenty (87%) of the participants scored over 75% on the test items. The mean average of all the participants' test score was 92%.

   b. Twenty-two (96%) of the participants scored over 75% of the test items. The mean average of the participants tests was 88%.

3. The objective was achieved.

4. Supplementary Analysis

   a. Criterion for Success - Eighty percent (80%) of the participants will rate the in-service training satisfactory on 80% of the statements of the training sessions.

   b. Results Statement - There were sixteen (16) target staff members who completed and returned the questionnaires. All staff members rated the workshop satisfactory. The mean average was ninety-eight percent (98%) of all the statements of the workshops.

Process Objective #2.1

1. Denby and Finney project participants will implement ideas gained from in-service training sessions by June, 1981. Seventy-five percent (75%) of the participants will be able to implement 75% of the teaching strategies.

2. Results Statement - Ninety percent (90%) of the teachers monitored implemented ideas gained in the workshops.

3. The objective was achieved.

4. Supplementary Analysis

    a. Criterion for Success - Eighty percent (80%) of the participants will rate the in-service training satisfactory on 80% of the statement of each training session.

    b. Results Statement - There were twenty (20) staff members who completed and returned the questionnaires. The mean average on all statements was one hundred percent (100%) of the four workshops.

Process Objective #2.2

1. Denby and Finney project participants will develop instructional materials (manuals by June, 1981. Two manuals will be completed.

2. Results Statements - Two manuals are completed and are available at the director's office.

3. The objective was achieved.

4. Supplementary Analysis

    a. Criterion for Success - Eighty percent (80%) of the participants will rate the in-service training satisfactory on 80% of the statement of each training session.

    b. Results Statement - There were twenty-five (25) staff members who completed and returned the questionnaires. All staff members rated the workshop satisfactory. The mean average was one hundred percent (100%) of all nine workshops' statements.

Product Objective #3

1. Denby and Finney project participants will become knowledgable of reading instructional techniques by June, 1981. Seventy-five percent (75%) of the target staff will respond correctly to 75% of test items.

2. Results Statement

   a. Twenty-one (91%) of the participants scored over 75% on the test items. The mean average score was 90%.

   b. Twenty-two (96%) of the participants scored over 75% on the test items. The mean average score was 89%.

3. The objective was achieved.

4. Supplementary Analysis

   a. Criterion for Success - Eighty percent (80%) of the participants will rate the in-service training satisfactory on 80% of the statement of each training session.

   b. Results Statement - There were fifteen (15) staff members who completed and returned the questionnaires. All staff members rated the workshop satisfactory. The mean average of all statements was ninety-nine percent (99%) for five workshops.

Product Objective #4

1. Approximately 103 students grades 9 and 10 will demonstrate knowledge of reading skills by June, 1981. At least 70% of the students will respond correctly on 70% of the test items.

2. Results Statements

   a. Seventy-two percent (72%) of the ninth grade students scored an average of 86% on the reading skills. The mean average of all the students was 75%.

   b. Eighty-five percent (85%) of the tenth grade students scored an average of 94% on reading skills. The mean average of all the students was 85%.

3. The objective was achieved.

Product Objective #5

1. Approximately 103 students in grade 9 and 10 will demonstrate knowledge of sutdy skills by June, 1981. At least seventy percent (70%) of the students in the program will respond correctly on 70% of the test items.

2. Results Statement

   a. Seventy percent (70%) of the ninth grade students scored an average of 89% on the study skills. The mean average of all the students was 74%. (NGORT Test)

   b. Eighty percent (80%) of the tenth grade students scored an average of 90% on the study skills. The mean average of all students was 84%. (MEAP Test)

PROGRAM EVALUATION SUMMARY

A. Major Limitations of the Evaluation

There was one major activity during the 1980-81 school year which delayed the implementation of the project as planned. This activity was the TRICA Program. Beyond the control of the project staff the TRICA materials and consultant were not approved until June, 1981.

B. Conclusion

"To be most effective, inservice training should include theory, demonstration, practice, feedback, and classroom application."

We have just completed our second year of this project. The main purpose of this program was to help teachers acquire teaching skills and strategies in teaching reading in the content area.

As educators, we should look at the nature of adult learning, which has generally been ignored by those responsible for staff development even though they are the largest group of adult educators in this country. To plan and conduct effective inservice education, we need to be aware of a number of facts related to adult learning.

* Adults will commit to learning something when the goals and objectives of the inservice are considered realistic and imporant to the learner, that is job related and perceived as being immediately useful.

* Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.

* Adult learners need to see the results of their effects and have accurate feedback about progress toward their goals.

* Adult learning is ego-involved. Learning a new skill, technique, or concept may promote a positive or negative view of self. There is always fear of external judgement that we adults are less than adequate, which produces anxiety during new learning situations such as those presented in inservice training programs.

* Adults want to be the origins of their own learning; that is involved in selection of objectives, content, activities, and assessment in inservice education.

* Adults will resist learning situations which they believe are an attack on their competence, thus the resistance to imposed inservice topics and activities.

Probably the two most significant new pieces of information on adult learning uncovered during the last decade have direct and important implications for those responsible for inservice.

First, it appears that a higher proportion of adults than formally thought maybe operating at what Piaget calls the concrete operational stage rather than formal operations stage of intellectual development. This suggests that direct and concrete experiences where the learner applies what is being learned are an essential ingredient for inservice education. Abstract, word oriented talk sessions are not adequate to change behaviors.

This lends considerable support to the work of many recent advocates of experiental learning, which originated with John Dewey. Experiential learning - learning by doing - includes:

a. An initial limited orientation followed by participation activities in a real setting to experience and implement what is to be learned - the skill, concept, strategy.

b. An examination and analysis of the experience in which learners identify the effects of their actions.

c. An opportunity to generalize and summarize when the learners develop their own principles and identify applications of these principles.

d. An opportunity to return to try out their principles in the work setting and develop confidence in using what is learned.

Second, the other important finding comes from research by the Rapports in England, and Allen Toughy in Canada. Their work suggests that adults prefer to learn in informal learning strategies where social interaction can take place among the learners. This implies the need to plan in-service that occurs in the normal work setting.

Finally, there is little doubt that effect staff development in schools is a critical need; many of our past practices have been ineffective. One promising alternative for improving inservice education is experiential learning. Experiential learning accommodates the special learning styles of adults, and it maximizes the transfer of learning from training; setting to application on the job. It has the potential to change and improve the equality of instructional and administrative practice in our schools.

As a result of two years of project experience, ten characteristics of successful in-service workshps have been identified in terms of what teachers like in training programs. The ten characteristics are as follows:

a. Teachers like meetings which they are actively involved. Just as students do not want to passive, most teachers prefer Dewey's "learning by doing."

b. Teachers like to watch other teachers demonstrate various techniques in their teaching field. Demonstration teaching can serve as a model that teachers can take back to their classrooms.

c. Teachers like practical information - almost step-by-step recipes - on how others approach certain learning tasks. Too often, in-service program are theoretical and highly abstract.

d. Teachers like meetings that are short and to the point.

e. Teachers like an in-depth treatment of one concept that can be completed in one meeting rather than a generalized treatment that attempts to solve every teacher's problems in one session.

f. Teachers like well organized meetings.

g. Teachers like variety in in-service programs. If the same topics are covered everytime- attendance may drop off.

h. Teachers like some incentive for attending in-serivce meetings; released time, paid workshops, etc.

i. Teachers like inspirational speakers occasionally. Such speakers can often give a staff the necessary drive to start or complete a school year.

j. Teachers like to visit other schools to observe other teachers in situations similar to their own. These visits, even when observing poor teachers, are highly educational.

k. Teachers like to attend Educational Conferences and Conventions for educational renewal and make contact with teachers outside their local school district.

Finally, both teachers and administrators have a challenge; the teachers are expected to make a difference that will improve student learning, and the administrators are responsible for helping teachers make the change. In reality, this seldom occurs. Ideally, it should. School systems perpetuate this discrepency by insisting that administrators are authority figures to be feared and that evaluations are classroom observations to be tolerated or endured because that's the way it has always been. The time is ripe for a change, and the process for implementing that change is available.

C. Recommendations

On the basis of the general conclusions drawn from the data of this evaluation, and the evaluator's observations, the following recommendations regarding "Teaching Reading in the Content Area for Secondary Teachers" are made:

1. Efforts should be made to set up teams of teachers in each school who might have the same students in their classes.
2. Efforts should be made for both teachers and department heads to work closely together and be more cooperative in teaching reading in their classroom.
3. Efforts should be made for the administration in each school to highly support the project in order to have success.
4. Efforts should be made to focus inservice on job related tasks that the participants consider real and important.
5. Efforts should be made to include opportunities for participants in inservice training to practice what they learn in simulated and real work setting, as part of their training.

6. Efforts should be made to encourage the participants to work in small groups in their schools and to learn from each other.

7. Efforts should be made to reduce the use and threat of external judgement from one's superior by allowing peer participants to give each other feedback concerning performance and areas of needed improvement.

8. Efforts should be made for all administrators (principals, assistant principals, department heads) and teachers to be partners rather than adversaries in the extremely important function of providing the best education possible for boys and girls.

9. Efforts should be made to complete the TRICA Program during the 1981-82 school year.

10. Efforts should be made to have more regular, coordinated, on-going planning which, involves, teachers, departmental heads and principals.

11. Efforts should be made for inter-departmental planning to solve the local school reading problems.

RE-4499
6/81

Michigan Department of Education
Research, Evaluation and Assessment Services
TITLE IV–C EVALUATION
Box 30008, Lansing, Michigan 48909

Direct questions regarding this form to Experimental and Demonstration Centers Program (517) 373–1806 or E and D Evaluator (517) 373–1830.

1980–81 ESEA TITLE IV–C EVALUATION REPORT

EDUCATIONAL AGENCY	Legal Name of School District School District of Detroit	District Code No. 82-010	Telephone – Area Code/Local No. (313) 494-1000
	Address 5057 Woodward Ave.	City Detroit	Zip Code 48202

Project Title Teaching Reading in the Content Area for Secondary Teachers - Region 7

MAILING INSTRUCTIONS: Return THREE copies by AUGUST 17, 1981 to the STATE address indicated above. Retain ONE copy for your record.

Part 1.

1. CERTIFICATION: I certify that the information submitted in the evaluation report for this project is true and correct to the best of my knowledge.

A. Date September 15, 1981 Superintendent or Authorized Official
(Signature)
(Type Name and Title)

B. Date Project Director Chrystal P. Tibbs
(Signature)

2. RESPONSIBILITY FOR PREPARATION OF PARTS 4 AND 5 OF REPORT

For each person who assumed responsibility for preparation of each section of PART 4 and PART 5 identified in column 1 of the table below, provide the name of the responsible person.

	Area of Responsibility	Type Name of Responsible Person
	(1)	(2)
PART 4	1. Project Description	Chrystal Tibbs
	2. Evaluation Procedures and Problems	Mike Syropoulos & Chrystal Tibbs
	3. Performance Objective Evaluation	Mike Syropoulos
	4. Project Evaluation Summary	Mike Syropoulos
PART 5	Appendix A - Instrument Description	Mike Syropoulos

3. EVALUATOR'S CERTIFICATION:

I certify that the information submitted in the evaluation report for which I was responsible, as identified in item 2, is true and correct to the best of my knowledge.

Date Project Evaluator Mike Syropoulos
(Signature)

Name of District School District of Detroit

RE-4499
(Page 2)

Part 2.

Project Title Teaching Reading in the Content Area for Secondary Teachers - Region 7

I. OBJECTIVE ACHIEVEMENT SUMMARY

PROJECT EVALUATOR SUMMARY					STATE USE ONLY	
Proposal Objectives Type and Number (List all Product Objectives first)	Achieved	Not Achieved	Supplementary Analysis? (Check if Yes)	Page Number Reference for Objective in Evaluation Report	Objective Status	Comments
(1)	(2)	(3)	(4)	(5)		
1.0	X		X			
1.1	X		X			
2.0	X		X			
2.1	X		X			
2.2	X		X			
3.0	X		X			
4.0	X					
5.0	X					

SUMMARY	Product	Process
Number of Proposal Objectives		
Number of Objectives Achieved		

Reviewed by ____________________

Date

Name of District School District of Detroit

Part 3.

1. NUMBER OF STAFF PAID FROM TITLE IV–C FUNDS

- Indicate the number of project staff members paid from Title IV–C funds during 1980–81 by the project. DO NOT include as project staff members persons hired solely as consultants on a contract basis, (e.g., outside evaluators, inservice training specialists) or teaching staff whose salary was paid by the district.

STAFF	Teaching Staff	Administrative Staff	Other Professional Staff	Para-professionals	Clerical Staff	Other (Identify)	Total
NUMBER	0	1	0	0	1	2	4
FTE*		Extended Time				Minimum Wage	

*FTE = Full-Time Equivalents (3 half-time staff would be equal to 1.5 full-time equivalents)

2. COUNT OF LEARNERS

DEFINITIONS: • **LEARNERS** are all persons who receive instruction, training and/or other services from the project. (Recipients of awareness level dissemination activities are not considered as learners.) Learners are the target population for a specific project activity.

NOTE: Two types of learners are identified in this section.

- **STUDENT** learners are learners who were enrolled in any grade from preschool through grade 12 in any school building participating in the project.
- **NON-STUDENT** learners are any learners who are not classified as student learners, e.g., teachers, administrators, aides, parents, etc.

GENERAL INSTRUCTIONS:

If this project provided instruction and/or other project services to STUDENTS, either directly or indirectly, during the 1980–81 project year, respond to both item A. and item B. below. If exact numbers of students are not available for any category, provide a reasonable estimate of the number for that category and identify the estimate with "E" following the estimate, e.g. 77 E.

A. **STUDENT LEARNERS** (requested for the table at top of page 4)

For this item, three categories of STUDENT learners will be identified:

COLUMN 4: "Direct involvement" includes students who receive their instruction and/or other project services directly from paid project staff.

COLUMN 5: "First level indirect involvement" includes students who receive their instruction and/or other project services from persons, other than paid project staff, who have been trained by paid project staff or consultants..

COLUMN 6: "Second level indirect involvement" includes students who receive their instruction and/or other project services from persons who have been trained by trainers who in turn have received their training from paid project staff or consultants. (A project using a trainer of trainers model for delivery of services would have students in this category.)

2. A. (Continued)

For the categories of numbers of student learners involved, provide the unduplicated number of student learners who received instruction and/or other project services, not just the number of student learners involved in evaluation activities.

Building Name*	Grade Levels in Building Involved in the Project	Appropriate Proposal Objective Number**	NUMBER OF STUDENT LEARNERS INVOLVED (Unduplicated Count - see instructions) Direct Involvement	First Level Indirect Involvement	Second Level Indirect Involvement	Total Unduplicated Student Learner Count (Sum of columns 4, 5 and 6)	Total Nonpublic Student Learner Count Included in Column 7
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Denby	9	4 & 5	45				
	10	" "	49				
Finney	9	4 & 5	58				
	10	" "	54				
*Some students had	2-3	contacts	with	Title	IV-C	Teachers	
TOTAL							

* Provide the district name for any building located outside the district which operates the project. For I.S.D. based projects, identify the local district for each building or group of buildings.

** Provide the number of any objectives (either product or process) which specify evaluation activities involving student learners in the building.

B. STUDENT LEARNERS BY GRADE RANGE AND RACIAL-ETHNIC GROUP

Provide the number (or reasonable estimate) of STUDENT learners in each category of the table below.

	American Indian or Alaskan Native or Native American	Black, not of Latino or Hispanic Origin	Asian or Pacific Islander	Latino or Hispanic	White, not of Latino or Hispanic Origin	Total (Sum of columns 1, 2, 3, 4 & 5)
	(1)	(2)	(3)	(4)	(5)	(6)
Preschool						
Grades K–3						
Grades 4–6						
Grades 7–8						
Grades 9–12	0	87	0	0	16	103
TOTAL						

C. NON-STUDENT LEARNERS

How many NON-STUDENT learners did the project serve in 1980–81? Provide the number of non-student learners in each category of the table below. If the exact number is not available, provide an estimate of the number and identify the estimate with "E", e.g., 77 E.

	Teaching Staff	Administrative Staff	Other Professional Staff	Parents	Others	TOTAL
NUMBER	26	20				46

PROJECT DESCRIPTION

A. Philosophy Underlying the Project

There are many students entering the secondary school who have had little, if any, instruction in the reading skills needed for effective study in the content areas. Many secondary school students have difficulties in the subject area not necessarily because they are unable to read but because they do not have the skills essential for reading effectively in content areas. There is a need for reading instruction to be offered in an unbroken line from the early elementary grades through the high school grades. Every content area teacher must accept the responsibility of helping students deal with the problems encountered in reading the printed materials used in their classrooms. While special reading teachers should provide assistance in remedial and corrective reading the responsibility for helping students read materials in the content areas should not be delegated to a special reading teacher.

- It is the content area teacher who, through his interest, education, and preparation, is a specialist in his content area. He knows the terminology necessary for effective communication when interacting with students and the concepts to be taught in the subject. He can best deal with the pupils needs in vocabulary and concept development.

- Reading specialists such as Strang, Bond, Tinker, Dechant, and Spache estimate that 80 to 90 percent of study activities in typical secondary schools require reading. Perhaps no other single skill is as important to an individual as the ability to read well. The present day secondary school students require a continuum of experience in reading instruction which is broad based. It involves the reading specialists and demands the help of well-trained subject matter teachers.

- The teacher's readiness in teaching reading has a great deal of bearing on the general effectiveness of the developmental reading program. Leo Fay has indicated that the teacher's readiness is as significant as that of the students and feels that the following summarized factors are important elements of teacher readiness:

    1. Knowing the abilities and achievement levels of one's student

    2. Knowing what is necessary for effective reading in a particular content

    3. Knowing what specific materials and selection will help students improve their reading skills

    4. Knowing specific instructional approaches to use with various types of students and their needs

The problems is that, in many cases, the secondary school teacher has had no training in how to relate subject matter and reading.

B. The Model the Project is Building

The content area teacher's qualifications for instruction in reading and teaching subject matter are outstanding. Because of her/his interest, unique preparation, and research, she/he is a specialist in a particular field. The content area teacher knows the specialized vocabulary and the key concepts which must be taught. If she/he is a resourceful teacher, she/he knows the basic understandings and how to use advanced organizational skills to encourage students to read for these. The content area teacher knows or should know about special materials written for individuals who read at different levels and who may need special help in overcoming problems in reading rate and comprehension. The content area teacher has engaged in various experiences basic to a general and specific background in his content field; thus he should know how to teach it better than anyone else and how to help with specific and vital reading demands are made by his subject field upon the student.

* The content area teacher is in the position to be the most capable of assisting pupils in learning new vocabulary accurately and correctly associating meaning with new symbols. Content area teachers can also best determine the students' strengths and weaknesses in concept development and reading comprehension. Motivation and interest can be created by the subject matter teachers, and areas of difficulties in content materials can more easily be clarified by her/him. The content area teacher has the background and knowledge necessary for helping the student secure and purposefully read the materials for mastery.

* During the 1979-80 school year, all high school teachers in Region Seven were invited to participate. A group of 25 content area teachers from Denby and Finney High Schools volunteered to attend five hours of inservice training each month to develop additional skills and strategies for teaching reading in the content area. Mathematics, Science, and Social Studies teachers had priority for this training. All high school librarians were also invited to participate.

Since school attendance plays such a crucial role in student learning, the regional supervisors of attendance, psychological services and school social workers had been asked to develop additional workshops for teachers. A local funding source will be sought for those sessions.

The Department Heads of Guidance and Counseling at each high school will assist in scheduling students during the 1980-81 and 1981-82 school year. It is hoped that one or more teams of Mathematics, Science, and Social Studies teachers will be able to have the same groups of students scheduled into their rooms in order to expedite record-keeping.

* No attempt was made to reduce class size below the negotiated numbers, nor will additional preparation periods be given to these teachers.

> "Reading is taught in content areas when subject-area teachers teach their students what they are required to read as they read it. The instruction is provided by regular classroom teachers within regular subject-area classes as a natural part of the curriculum" . . .
> Harold L. Herber

* The purpose of content-area reading teaching are:

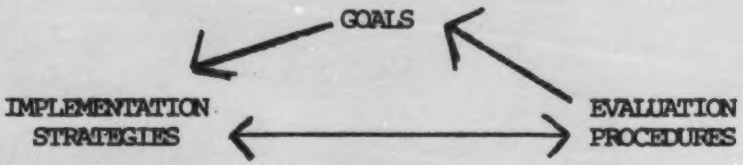
1. to give teachers better, sharper tools to accomplish their own subject-matter objectives.
2. to give students a better chance to learn the content skills a teacher feels they need to master.

* In order to achieve these purposes, teachers will be receiving in the following areas:

1. Knowledge of guidelines for meaningful selection and assessment of print materials
2. Knowledge of reading skills
3. Knowledge of study skills
4. Knowledge of teaching strategies for reading development in content areas
5. Implementation of teaching strategies
6. Development of instructional manuals

* The model being used for inservice training is the three-phase approach to teaching. This approach outlines the steps needed to develop any learning experience and can be deuplicated by teachers in planning for student instruction. The basic steps in the three phase approach to teaching are:

1. the planning phase
2. the implementation phase
3. the evaluation phase



EVALUATION PROCEDURES AND PROBLEMS

A. Procedures for Selecting Personnel

The initial identification of this program came from informal conversations with secondary teachers in Region Seven. They were coming to the Region Seven Media Center searching for instructional materials and visual aids to use with students who could not read the assigned textbook. At the same time, educational periodicals, book publishers, and state departments of education were writing articles, books and programs relating to the teaching of reading in content area classes. The project director ordered these materials and publications and used them at mini-workshop sessions.

When an opportunity came to write a proposal, the needs of content area teachers was a natural choice. At the time, there was no formal assessment to determine if such a program was needed.

After acceptance of the proposal, two surveys were used, with the consent of the Advisory Council to ascertain teachers' attitudes toward reading and teachers' inservice need in reading. Over forty percent (40%) of the teachers responded to the two questionnaires with the following results.

The "Assessment of Inservice Needs" indicated that inservice training would be needed in the following areas:

Techniques and Strategies

1. Identification and selection of appropriate instructional materials
2. Determination of the reading levels of materials
3. Identification and selection of appropriate supplementary materials

4. Department of motivational strategies for the classroom
5. Determination of strategies for dealing with disabled students
6. Determination of strategies for dealing with superior students
7. Identification and use of informal techniques for assessing student potential
8. Provision for individualizing instruction

Skill Development

1. Provision of vocabulary skills development
2. Provision of comprehension skills development
3. Instruction in study skills
4. Provision for the development of critical reading skills
5. Provision for the development of word recognition skills

The "Attitude Survey" revealed the following information. Statements which had the highest level of agreement were:

1. Pupils should be retained at a grade level if they cannot score at a designated level in reading achievement.
2. There were more pupils with reading problems today than there were thirty years ago.
3. Diagnostic teaching will provide a framework for personalizing instruction.
4. More poor readers have trouble because they do not know their phonics.
5. Grouping for learning at different levels within the same class is impractical, if not impossible, in content-area classes.
6. Criterion referenced tests can be created and used by content-area teachers.
7. Grouping or reading/learning needs is accomplished only where small classes are concerned and pupils are independent.

Statements which had the highest level of disagreement were:

1. Experiential background of a pupil has little to do with his ability to comprehend what he reads.
2. Diagnostic tests are not for classroom use.
3. Students experiencing severe reading difficulties are usually of low intelligence.
4. Most content area teachers feel confident teaching basic reading/study skills in content areas.
5. Study and reading skills should be taught mainly by reading and/or English teachers.
6. Most content area texts are written at grade level.
7. Fifth graders who score at the second grade level on a reading test should still be required to read fifth grade materials in order for them to be ready for sixth grade.
8. Most basic reading skills cannot be taught within the context of the content areas.

These needs and attitudes expressed by Region Seven teachers agree with Leo Fay's list of important elements of teachers readiness.

- The Advisory Council agreed to the general plan suggested by the Project Director and Evaluator for the three-year plan.
- During the 1980-81 school year, all high school teachers were invited to participate. Teachers from Denby and Finney High Schools were selected to attend five hours of inservice training each month to develop additional skills and strategies for teaching reading in content areas. Mathematics, Science, and Social Studies teachers had priority for this training. Twenty-five teachers from the two high schools agreed to participate in the project.
- Also, all the department heads from Denby and Finney agreed to participate in some of the workshops.

B. Identification of Major Problems

There was one major problem occured during the 1980-81 school year, which delayed the implementation of the project as planned. It was the delay of the TRICA program until June, 1981.

PERFORMANCE OBJECTIVE EVALUATION

A. Product Objective #1.0

1. Individuals - Denby and Finney project participants
2. Behavior - will become knowledgeable
3. Objective of Behavior - with reading assessment techniques
4. Time - by June, 1981
5. Measurement - locally developed instrument
6. Criterion of Success - Seventy-five percent (75%) of the target staff will respond correctly to 75% of test items.

B. Common Goals of Michigan of Which Project Goal is Related

Educational Improvement - Quality teaching

C. Evaluation, Design, and Procedures

1. Type - percent of test items correct
2. Participants - target teachers of Denby and Finney High Schools
3. Amount of Time Involved in the Project - two workshops (ten hours of workshop involvement).
4. Analysis Technique - The evaluator will analyze the posttest data to determine criterion achievement and the data will be displayed.
5. Instruments - Cloze and Fry Readability Formulas (See Appendix B)

D. Evaluation Results

1. Criterion - Seventy-five percent (75%) of the target staff will respond correctly to 75% of the test items.
2. Results Statement - There were 20 (87%) of the participants who scored over 75% of the FRY Test. The mean average for the test of all the participants was 86%. The mean average for the CLOZE Test was 88%.

E. The objective was achieved.

F. Data

The Data in Table 1 and 2 show the test results:

TABLE 1

FRY Readability Test Results

Participants	Test Score
1	100
2	50
3	100
4	100
5	100
6	75
7	75
8	100
9	75
10	100
11	50
12	75
13	75
14	50
15	100
16	100
17	100
18	100
19	75
20	100
21	75
22	100
23	100

TABLE 2

CLOZE Reading Test

Participants	Test Score
1	100
2	100
3	90
4	100
5	100
6	61
7	77
8	87
9	95
10	95
11	95
12	95
13	100
14	100
15	100
16	100
17	100
18	90
19	87
20	90
21	77
22	95
23	90

G. Supplementary Analysis

1. Restate the Commitment - Eighty percent (80%) of the participants will rate each training session satisfactory on 80% of the statements of each training session.

2. Rationale/How This Analysis Related To The Primary Analysis - The data will show the immediate perceptions on the participants regarding the workshop design, workshop content, consultant(s) services, and workshop outcomes. This helps the director twofold: (1) the immediate success or failure of the workshop, and (2) the necessary change for future workshops.

3. Evaluation, Design, and Procedures

a. Type - An inservice instrument was design and it was administered to staff members at the end of each workshop. Likert type scale.

b. Participants - Denby and Finney High School target staff members.

c. Amount of Time - Two workshops (ten hours of workshop (involvement).

d. Analysis Technique - The respondents were asked to indicate their degree of agreement or disagreement on fourteen different statements dealing with inservice training workshops. The responses were computed for the percent of agreement by the respondents and also for the mean of the scores for each statement. The number and percentage of respondents who marked "strongly agree" or "agree" per item a are presented in Table 3. Note that the percent is based on the number responding per item. Those who did not answer were excluded in the computation. A scale of one to four was used for the mean of the scores. The score of 1 equals "strongly disagree" and the score 4 equals "strongly agree."

e. Instrument - Inservice Training Instrument

4. Evaluation Results

a. Criterion for Success - Eighty percent (80%) of the participants will rate the inservice training satisfactory on 80% of the statements of each training session.

b. Results Statements - There were twenty-six (26) staff members who completed and returned the questionnaires. All staff members rated the workshop satisfactory. The mean average on all statements were ninety-seven percent (97%) for both workshops.

5. Data

Table 3 shows the results of the inservice training workshops:

TABLE 3

Evaluation Inservice Training Instrument

Statements	Number Respondents	Percent of Positive Responses	Mean of the Scores
Analysis of Workshop Design			
1. There was sufficient time to achieve the workshop's stated objectives.	25/26	96%	3.5
2. The physical setting and facilities were suitable for the workshop functions.	26/26	100	3.5
3. The workshop activities were well structured and organized.	26/26	100	3.4
Workshop Procedures			
1. The training prodedures used in the workshop were appropriate to its goals.	25/26	96	3.4
2. The training format provided ample opportunities for active involvement and personal interaction with the consultants and other participants.	25/26	96	3.5

TABLE 3 (Cont'd)

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Workshop Content			
1. The workshop goals and objectives were clearly defined and presented.	24/26	92%	3.3
2. Workshop discussions were centered on topics directly related to the workshop goals.	23/23	100	3.5
Consultant(s) Services			
1. The consultants were knowledgeable and skillful in their presentation and program activities.	24/24	100	3.5
2. The consultants proceeded at a moderate enough pace allowing for a clear understanding by the participants.	23/23	100	2.6
3. The consultants were genuinely concerned with the progress of the participants.	23/23	100	3.5
4. The consultants' program activities were planned and presented in agreement with your perception of the workshop goals and objectives.	23/24	96	3.4

TABLE 3 (Cont'd)

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Workshop Outcomes			
1. There was considerable agreement between the workshop's stated objectives and what I actually gained.	22/23	96%	3.4
2. The ideas presented were applicable to my needs.	22/23	96	3.4
3. The presentations stimulated further thought and interest in my daily working situation.	23/24	96	3.4

The respondents were also asked to comment on strengths, weaknesses and suggestions for improving future workshops. The results are as follows:

Strengths of the Workshop

1. Consultants	(12)
2. Materials and/or Exercises	(11)
3. Group Participants	(8)
4. Goals and Objectives	(7)

Weakness of the Workshop

There were no weaknesses indicated by the respondents.

H. Conclusion

Efforts should be made to train other teachers in all content areas who were not exposed to any training.

A. Process Objective #1.1

1. Individuals - Denby and Finney project participants
2. Behavior - will attend
3. Object of Behavior - inservice training workshops
4. Time - by June, 1981
5. Measurement - Project Attendance Records
6. Criterion of Success - A minimum of 15 teachers will attend 75% of the inservice workshops.

B. Process Objectives

C. Evaluation, Design, and Procedures

1. Type - Number and percent of teachers attending the workshops
2. Participants - Denby and Finney target staff teachers
3. Amount of Time Involved In The Project - Twenty-five workshops (110 hours workshop involvement)
4. Analysis Technique - The data from the project records will be analyzed and the data will be displayed.
5. Instruments - Project Attendance Records.

D. Evaluation Results

1. Criterion - A minimum of 15 teachers will attend 75% of the inservice workshops.
2. Results Statement - There were 24 (96%) of the participants who attended over 75% of the inservice workshops. The mean average of the attendance was 97%.

E. The objective was achieved.

F. Data

The data in Table 4 show the results:

TABLE 4

Workshop Attendance

Number of Teachers	Number of Workshops	Percent of Attendance
15	25	100%
4	24	96
3	23	92
2	20	80
1	17	68
1	15	60

F. Supplementary Analysis

1. Restate the Commitment - Eighty percent (80) of the participants will rate each training session satisfactory on 80% of the statements of each training sessions.

2. Rationale/How This Analysis Related To The Primary Analysis - The data will show the immediate perception of the participants regarding the workshop design, workshop content, consultant(s) services, and workshop twofold: (1) the immediate success or failure of workshop and (2) the necessary changes for future workshops. A Likert type scale used.

3. Evaluation, Design, and Procedures -

    a. Type - An inservice instrument was designed and administered to staff members at the end of each workshop.

    b. Participants - Denby and Finney High School target members.

    c. Amount of Time - Twenty-five workshops (110 hours of workshop involvement)

    d. Analysis Technique - The respondents were asked to indicate their degree of agreement or disagreement on fourteen different statements dealing with inservice training workshops. The responses were computed for the percent of agreement by the respondents and also for the mean of the scores for each statement. The number and percentage of respondents who marked "strongly agree" or "agree" per item are presented in Table 5. Note that the percent is based on the number responding per item. Those who did not answer were excluded in the computation. A scale of one to four was used for the mean of the scores. The score of 1 equals "strongly disagree" and the score 4 equals "strongly agree."

e. Instrument - Inservice Training Instrument

4. Evaluation Results

a. Criterion for Success - Eighty percent (80%) of the participants will rate the inservice training satisfactory.

b. Results Statements - There were twenty-three (23) target staff members who completed and returned the questionnaires. All staff members rated the workshops satisfactory. The mean average was ninety-eight percent (98%) of all the statements for the workshops.

5. Data

Table 5 shows the results of the Inservice Training Workshops:

TABLE 5

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Analysis of Workshop Design			
1. There was sufficient time to achieve the workshop's stated objectives.	22/23	96%	3.5
2. The physical setting and facilities were suitable for the workshop functions.	23/23	100	3.6

TABLE 5 (Cont'd)

Final Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Analysis of Workshop Design (Cont'd)			
3. The workshop activities were well structured and organized.	22/23	96%	3.6
Workshop Procedures			
1. The training procedures used in the workshop were appropriate to its goals.	23/23	100	3.5
2. The training format provided ample opportunities for active involvement and personal interaction with the consultants and other participants.	22/23	96	3.6
Workshop Content			
1. The workshop goals and objectives were clearly defined and presented.	22/23	96	3.6
2. Workshop discussions were centered on topics directly related to the workshop goals.	23/23	100	3.6
Consultant(s) Services			
1. The consultants were knowledgeable and skillful in their presentation and program activities.	23/23	100	3.7

TABLE 5 (Cont'd)

Final Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Consultant(s) Service (Cont'd)			
2. The consultants proceeded at a moderate enough pace allowing for a clear understanding by the participants.	23/23	100%	3.7
3. The consultants were genuinely concerned with the progess of the participants.	23/23	100	3.6
4. The consultants' program activities were planned and presented in agreement with your perception of the workshop goals and objectives.	23/23	100	3.6
Workshop Outcomes			
1. There was considerable agreement between the workshop's stated objectives and what I actually gained.	22/23	96	3.5
2. The ideas presented were applicable to my need.	22/23	96	3.5
3. The presentation stimulated further thought and interested in my daily working situation.	23/23	100	3.6

The respondents were also asked to comment on strengths, weaknesses, and suggestions for improving future workshops. The results are as follows:

Strengths of the Workshop

1.	Consultants	(12)
2.	Materials and/or Exercises	(12)
3.	Group Participants	(10)
4.	Goals and Objectives	(9)

Weaknesses of the Workshop

There were no weaknesses indicated by the respondents.

H. Conclusion

The attendance of the participants was quite successful. The attendance exceeded the expectations. Finally, the participants rated all the statements on the inservice better than 80% satisfactory.

A. Product Objective #2.0

1. Individuals - Denby and Finney project staff
2. Behavior - will become knowledgeable
3. Objective of Behavior - teaching strategies for reading development in content areas
4. Time - by June, 1981
5. Measurement - Locally Developed Instrument
6. Criterion of Success - Seventy-five percent (75%) of the project teachers will respond correctly to 75% of the test items.

B. Common Goals of Michigan to Which Project Goals is Related

Educational Improvement - Quality Teaching

C. Evaluation, Design, and Procedures

1. Type - Percent of test items correct
2. Participants - target teachers of Denby and Finney High Schools
3. Amount of Time Involved in the Project - Five workshops (25 hours of workshop involvement)
4. Analysis Technique - The evaluator will analyze the posttest data to determine criterion achievement and the data will be displayed.
5. Instruments - A Solution to Content Teachers (See Appendix B).

D. Evaluation Results

1. Criterion - Seventy-five percent (75%) of the project teachers will respond correctly to 75% of the test items.
2. Results Statements -
   a. Twenty (87%) of the participants scored over 75% on the test items. The mean average of all the participant's test score was 92%.
   b. Twenty-two (96%) of the participants scored over 75% of the test items. The mean average of the participant's tests was 88%.

E. The objective was achieved.

F. Data

The data in Tables 6 and 7 will show the results:

TABLE 6

A Solution to Content Area Teachers

Participants	Test Score
1	100
2	80
3	100
4	100
5	100
6	100
7	86
8	100
9	100
10	84
11	96
12	82
13	92
14	56
15	66
16	42
17	100
18	100
19	92
20	82
21	86
22	100
23	92

TABLE 7

Why Do You Read?

Participants	Test Score
1	100
2	100
3	100
4	100
5	95
6	100
7	95
8	87
9	95
10	77
11	100
12	61
13	100
14	100
15	90
16	100
17	95
18	77
19	90
20	87
21	95
22	90
23	90

G. Supplementary Analysis

1. Restate the Commitment - Eighty percent (80%) of the participants will rate each training session satisfactory on 80% of the statements of each training session.

2. Rational/How This Analysis Relates to the Primary Analysis - The data will show the immediate perception of the participants regarding the workshop design, workshop content, consultant(s) services, and workshop outcomes. This helps the director twofold: (1) the immediate success or failure of workshop and (2) the necessary changes for future workshops.

3. Evaluation, Design and Procedures

   a. Type - An inservice instrument was designed and administered to staff members. Likert type scale.

   b. Participants - Denby and Finney High School staff members.

   c. Amount of Time - Five workshops (25 hours of workshop involvement)

   d. Analysis Technique - The respondents were asked to indicate their degree or agreement or disagreement on fourteen different statements with inservice training workshops. The responses were computed for the percent of agreement by the respondents and also for the mean of the scores for each statement. The number and percentage of respondents who marked "strongly agree" or "agree" per item are presented in Table 8. Note that the percent is based on the number responding per items. Those who did not answer were excluded in the computation. A scale of one to four was used for the mean of the scores. The score of 1 equals "strongly disagree" and the score 4 equals "strongly agree."

4. Evaluation Results

   a. Criterion for Success - Eighty percent (80%) of the participants members will rate the inservice training satisfactory.

   b. Results Statements - There were sixteen (16) staff members who completed and returned the questionnaires. All staff members rated the workshop satisfactory. The mean average was ninety-nine percent (99%) of all five workshops statements.

5. Data

Table 8 shows the results of the "Inservice Training Workshop:"

TABLE 8

Evaluation Inservice Training Instrument

Statement	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Analysis of Workshop Design			
1. There was sufficient time to achieve the workshop's stated objectives.	15/16	93%	3.6
2. The physical setting and facilities were suitable for the workshop functions.	15/16	93	3.7
3. The workshop activities were well structured and organized.	16/16	100	3.8
Workshop Procedures			
1. The training procedures used in the workshop were appropriate to its goals.	16/16	100	3.9
2. The training format provided ample opportunities for active involvement and personal interaction with the consultants and other participants.	16/16	100	3.9
Workshop Content			
1. The workshop goals and objectives were clearly defined and presented.	16/16	100	3.9
2. Workshop discussions were centered on topics directly related to the workshop goals.	16/16	100	3.8

TABLE 8 (Cont'd)

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Consultant(s) Services			
1. The consultants were knowledgeable and skillful in their presentation and program activities.	16/16	100%	3.9
2. The consultants proceeded at a moderate enough pace allowing for a clear understanding by the participants.	15/16	93	3.7
3. The consultants were genuinely concerned with the progress of the participants.	16/16	100	3.8
4. The consultants' program activities were planned and presented in agreement with your perception of the workshop goals and objectives.	16/16	100	3.8
Workshop Outcomes			
1. There was considerable agreement between the workshop's stated objectives and what I actually gained.	16/16	100	3.8

TABLE 8 (Cont'd)

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Workshop Outcomes (Cont'd)			
2. The ideas presented were applicable to my needs.	16/16	100%	3.7
3. The presentations stimulated further thought and interest in my daily working situation.	16/16	100	3.7

The respondents were also asked to comment on strengths, weaknesses, and suggestions for improving future workshops. The results are as follows:

Strengths of the Workshop

1.	Consultants	(16)
2.	Materials and/or Exercises	(15)
3.	Group Participated	(12)
4.	Goals and Objectives	(10)

Weaknesses of the Workshop

There were no weakness indicated by the respondents.

H. Conclusion

It is recommended that more workshops should be offered to all teachers in the area of teaching strategies for reading development in the content areas. The mean average rating of the in-service training was 99% satisfactory.

A. Process Objective #2.1

1. Individuals - Denby and Finney project participants
2. Behavior - will implement ideas gained
3. Object of Behavior - from in-service training sessions
4. Time - by June, 1981
5. Measurement - Guidelines for Effective Instruction
6, Criterion of Success - Seventy-five percent (75%) of the participants will be able to implement 75% of the teaching strategies.

B. Process Objective

C. Evaluation, Design, and Procedures

1. Type - Number and percent
2. Participants - Denby and Finney project staff
3. Amount of Time Involved in the Project - Four workshops (Twelve and one-half hours of workshop involvement.)
4. Analysis Technique - The project evaluator will analyze the data to determine criterion achievement and the data will be displayed.
5. Instrument - Guidelines for Effective Instruction (See Appendix B).

D. Evaluation Results

1. Criterion - Seventy-five (75%) of the participants will be able to implement 75% of the teaching strategies.
2. Results Statement - During the spring semester, the evaluator visited eighteen classrooms and monitored the teachers teaching reading in the content areas. Ninety percent (90%) of the teachers monitored implemented ideas gained in the workshops.

E. The objective was achieved.

F. Data

1.	100%	7.	88%	13.	100%
2.	96	8.	70	14.	84
3.	90	9.	100	15.	78
4.	84	10.	96	16.	86
5.	96	11.	90	17.	98
6.	80	12.	92	18.	96

G. Supplementary Analysis

1. Restate the Commitment - Eighty percent (80%) of the participants will rate each training session satisfactory on 80% of the statements for each training session.

2. Rationale/How This Analysis Related to the Primary Analysis - data will show the immediate perception of the participants regarding the workshop design, workshop content, consultant(s) services, and the director twofold: (1) the immediate success or failure of the workshop, and (2) the necessary change for future workshops.

3. Evaluation, Design, and Procedures

   a. Type - An inservice instrument was designed and administered to staff members at the end of each workshop. Likert type scale was used.

   b. Participants - Denby and Finney High School target staff members.

   c. Amount of Time - Four workshops (twleve and one half of workshop involvement)

   d. Analysis Technique - The respondents were asked to indicate their degree of agreement on fourteen different statements dealing with inservice training workshops. The responses were computed for the percent of agreement by the respondents and also for the mean of the scores for each statement. The number and percentage of respondents who marked "strongly agree" or "agree" per item are presented in Table 9. Note that the percent is based on the number responding per items. Those who did not answer were excluded in the computation. A scale of one to four was used for the mean of the scores. The score of 1 equals "strongly disagree" and the score 4 equals "strongly agree."

e. Instrument - Inservice Training Instrument

4. Evaluation Results

a. Criterion for Success - Eighty percent (80%) of the participants will rate the inservice training satisfactory on 80% of the statement of each training session.

b. Results Statements - There were twenty (20) staff members who completed and returned the questionnaires. All staff members rated the workshop satisfactory. The mean average on all statements was one hundred percent (100%) of the four workshops.

5. Data

Table 9 shows the results of the Inservice Training Workshop.

TABLE 9

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Analysis of Workshop Design			
1. There was sufficient time to achieve the workshop's stated objectives.	20/20	100%	3.6
2. The physical setting and facilities were suitable for the workshop functions.	20/20	100	3.6

TABLE 9 (Cont'd)

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Analysis of Workshop Design (Cont'd)			
3. The workshop activities were well structured and organized.	20/20	100%	3.7
Workshop Procedures			
1. The training procedures used in the workshop were appropriate to its goals.	20/20	100	3.6
2. The training format provided ample opportunities for active involvement and personal interaction with the consultants and other participants.	20/20	100	3.7
Workshop Content			
1. The workshop goals and objectives were clearly defined and presented.	20/20	100	3.7
2. Workshop discussions were centered on topics.	20/20	100	3.6
Consultant(s) Services			
1. The consultants were knowledgeable and skillful in their presentation and program activities.	20/20	100	3.7

TABLE 9 (Cont'd)

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Consultant(s) Services (Cont'd)			
2. The consultants proceeded at a moderate enough pace allowing for a clear understanding by the participants.	20/20	100%	3.7
3. The consultants were genuinely concerned with the progress of the participants.	20/20	100	3.7
4. The consultants' program activities were planned and presented in agreement with your perception of the workshop goals and objectives.	20/20	100	3.7
Workshop Outcomes			
1. There was considerable agreement between the workshop's stated objectives and What I actually gained.	20/20	100	3.6
2. The ideas presented were applicable to my needs.	20/20	100	3.5
3. The presentations stimulated further thought and interest in my daily working situation.	20/20	100	3.5

The respondents were also asked to comment on strengths, weaknesses and suggestions for improving future workshops. The results are as follows:

Strengths of the Workshop

1.	Consultants	(13)
2.	Materials and/or Exercises	(12)
3.	Group Participants	(15)
4.	Goals and Objectives	(10)
5.	Audiovisual Materials	(13)

Weaknesses of the Workshop

There were no weaknesses indicated by the respondents

H. Conclusions

It is recommended that more monitoring is needed to help all teachers implementing the ideas gained in the in-service training. Ninety percent (90%) of the teachers monitored implemented some ideas gained in the workshops.

A. Process Objective #2.2

1. Individuals - Denby and Finney project participants
2. Behavior - will develop
3. Objective of Behavior - instructional materials (manuals)
4. Time - by June, 1981
5. Measurement - Project Records
6. Criterion of Success - Completion of two instructional manuals.

B. Process Objective

C. Evaluation, Design, and Procedures

1. Type - Two instructional manuals
2. Participants - Denby and Finney target staff
3. Amount of Time Involved in the Project - Nine workshops (forty-five hours of workshop involvement).
4. Analysis Technique - The evaluator and the director will analyze and evaluate the instructional manuals according to the criteria as stated in section 7.
5. Instruments - Project Records

D. Evaluation Results

1. Criterion for Success - Completion of two instructional manuals
2. Results Statements - There were two manuals completed.

   The manuals are available at the Project Director's office.

E. The objective was achieved.

F. Data

The manuals are available at the project's office for review.

A. Daily Oral Language/Written Expression (DOL/WE) Manual

The Senior High DOL/WE Manual is designed to blend acceptable language usage, capitalization, and punctuation with specific course content. Included curriculums are Accounting, Business English, Typing, World History, Economics, Mathematics, Personal Health Management, and Biology. Daily oral use of the program extends the elementary and middle school language arts curriculum in addition to providing support for the two more difficult High School Proficiency Program (HSPP) Competencies, Capitalization and Punctuation and Choosing Words Effectively.

It is essential to observe the following guidelines when implementing the program:

1. It's oral; it's daily; it should take no more than five or ten minutes.

   * Students do not copy the sentences. Every two or three weeks a written, spot check can be given to determine students' progress.

2. The teacher is to write one or two sentences on the board. Students are to read the sentences silently; then corrections orally.

   * If students cannot find an error, the teacher underlines it and says, "something is wrong here."

   * After all corrections have been made, the teacher has a student read the sentences aloud so all may hear the correct structures.

   * Listening carefully to students can help the teacher determine recurring problems students have with usage. These errors can be incorporated frequently in practice sentences so that the correct usage can be reviewed and reinforced.

3. Vary procedures by using:

   * Student's manner in sentences.
   * Staff members' manner in sentences.
   * Sentences that reflect school classroom activities.
   * Current events.
   * Colored chalk to make corrections.

Students soon learn that corrections are always needed at the beginning and ending of every sentence. This gives students who are generally reluctant to participate an opportunity to do so without risk of being wrong.

This manual will be disseminated to all high schools in the Detroit Public Schools beginning this fall, 1981.

B. Lesson Plan Manual

The materials in this manual are the results of many hours of thinking, discussing, planning and writing. These members were exposed to the idea that content area teachers could teach reading in their classes.

This initial thought was met with skepticism by many workshop participants. After all they were subject matter specialist NOT reading teachers. However, as more and more techniques were introduced and tried, their attitudes began to change. Slowly they became convinced that the above stated idea could be accomplished.

Their teaching techniques started to change. They began to analyze topics, words, phases and paragraphes and put them into workable units to study.

These procedures promoted student success both in reading and in comprehension of the subject matter. As a result of the new strategies, the achievement of their students began to improve.

The materials included in the different manuals of unit plans and lesson plans represent some of the procedures teachers used in their classes. Obviously, all didn't work with the same degree of effectiveness. However, they did help the teachers and their students to get to know the text and its contents in way that brought feelings of success to all parties concerned.

The ideas presented in these manuals are not new. Rather, these manuals represent an attempt to bring together those widely supported ideas on reading in the content areas and to present them in an organized fashion. The examples were developed and adopted by the project teachers to meet the needs of a particular student group.

Essentially, these are two part-manuals:

(1) Unit plans were developed for each subject area using the following format:

a. Introduction
b. Instructional Objectives
c. Unit Outline/Unit Content (Problems Concepts/Skills)
d. Procedures/Activities/Approaches/Methods
e. Instructional Aids or Resources
f. Evaluation

(2) Sample daily lessons were developed for each unit using the following format:

a. Instructional Objectives
b. Contents
c. Procedures
d. Instructional Materials and Aids
e. Evaluation

These manuals will also be available for dissemination by October 31, 1981 to all high schools in Detroit.

G. Supplementary Analysis

1. Restate the Commitment - Eighty percent (80%) of the participants will rate each training session satisfactory on 80% of the statements of each training session.

2. Rationale/How this Analysis Relates to the Primary Analysis - The data will show the immediate perception of the participants regarding the workshop design, workshop content, consultant(s) services, and workshop outcomes. This helps the director twofold: (1) the immediate success or failure of workshop and (2) the necessary changes for future workshops.

3. Evaluation, Design, and Procedures

a. Type - An inservice instrument was designed and it was administered to staff members. Likert type scale.

b. Participants - Denby and Finney High School staff members.

c. Amount of Time - Nine workshops (Forty-five hours of workshop (involvement)

d. Analysis Technique - The respondents were asked to indicate their degree or agreement or disagreement on fourteen different statements with inservice training workshops. The responses were computed for the percent of agreement by the respondents and also for the mean of the scores for each statement. The number and percentage of respondents who marked "strongly agree" or "agree" per item are presented in Table 10. Note that the percent is based on the number responding per items. Those who did not answer were excluded in the computation. A scale of one to four was used for the mean of the scores. The score of 1 equals "strongly disagree" and the score 4 equals "strongly agree."

e. Instrument - Inservice Training Instrument

4. Evaluation Results

a. Criterion for Success - Eighty percent (80%) of the participants members will rate the inservice training satisfactory.

b. Results Statements - There were twenty-five (25) staff members who completed and returned the questionnaires. All staff members rated the workshop satisfactory. The mean average was one hundred percent (100%) of all nine workshops statements.

5. Data

Table 10 shows the results of the "Inservice Training Workshop:

TABLE 10

Evaluation Inservice Training Instrument

Statement	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Analysis of Workshop Design			
1. There was sufficient time to achieve the workshop's stated objectives.	25/25	100%	3.7
2. The physical setting and facilities were suitable for the workshop functions.	25/25	100	3.7
3. The workshop activities were well structured and organized.	25/25	100	3.8
Workshop Procedures			
1. The training procedures used in the workshop were appropriate to its goals.	25/25	100	3.8
2. The training format provided ample opportunities for active involvement and personal interaction with the consultants and other participants.	25/25	100	3.8
Workshop Content			
1. The workshop goals and objectives were clearly defined and presented.	25/25	100	3.9

TABLE 10 (Cont'd)

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Workshop Content (Cont'd)			
2. Workshop discussions were centered on topics directly related to the workshop goals.	25/25	100%	3.9
Consultant(s) Services			
1. The consultants were knowledgeable and skillful in their presentation and program activities.	25/25	100	3.9
2. The consultants proceeded at a moderate enough pace allowing for a clear understanding by the participants.	25/25	100	3.9
3. The consultants were genuinely concerned with the progress of the participants.	25/25	100	4.0
4. The consultants' program activities were planned and presented in agreement with your perception of the workshop goals and objectives.	25/25	100	4.0

TABLE 10

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Workshop Outcomes			
1. There was considerable agreement between the workshop's stated objectives and What I actually gained.	25/25	100%	3.8
2. The ideas presented were applicable to my needs.	25/25	100	4.0
3. The presentations stimulated further thought and interest in my daily working situation.	25/25	100	3.8

The respondents were also asked to comment on strengths, weaknesses, and suggestions for improving future workshops. The results are as follows:

Strengths of the Workshop

1. Consultants	(25)
2. Materials and/or Exercises	(20)
3. Group Participated	(20)
4. Goals and Objectives	(17)

Weaknesses of the Workshop

There were no weaknesses indicated by the respondents.

H. Conclusion

The DOI/WE and Lesson Plan Manuals will be disseminated to all Detroit Public Schools this fall to be implemented by interested teachers in their classrooms.

A. Product Objective #3.0

1. Individuals - Denby and Finney project participants

2. Behavior - will become knowledgeable

3. Objective of Behavior - of reading instructional techniques

4. Time - by June, 1980

5. Measurement - Locally Developed Instrument

6. Criterion of Success - Seventy-five percent (75%) of the target staff will respond correctly to 75% of test items.

B. Common Goals of Michigan of Which Project Goal is Related

Educational Improvement - Quality teaching

C. Evaluation, Design and Procedures

1. Type - Percent of test items correct

2. Participants - Target teachers of Denby and Finney High Schools

3. Amount of Time Involved in the Project - Five workshops (Seventeen and one-half hours of workshop involvement).

4. Analysis Technique - The evaluator will analyze the posttest data to determine criterion achievement and the data will be displayed.

5. Instruments - Locally Developed Instruments (See Appendix D).

D. Evaluation Results

1. Criterion - Seventy-five percent (75%) of the target staff will respond correctly to 75% of the test items.

2. Results Statement - a. Twenty-one (91%) of the participants scored over 75% of the test items. The mean average score was 90%.

   b. Twenty-two (96%) of the participants scored over 75% of the test items. The mean average score was 89%.

E. The objective was achieved.

F. Data

The data in Table 11 and 12 show the test results:

TABLE 11

Participants	Test Scores
1.	94
2.	98
3.	100
4.	82
5.	86
6.	80
7.	98
8.	96
9.	76
10.	74
11.	100
12.	100
13.	92
14.	94
15.	100
16.	78
17.	90
18.	90
19.	84
20.	100
21.	78
22.	96
23.	92

TABLE 12

Participants	Test Scores
1.	90
2.	88
3.	84
4.	98
5.	100
6.	80
7.	74
8.	92
9.	96
10.	94
11.	88
12.	80
13.	78
14.	92
15.	100
16.	88
17.	86
18.	92
19.	90
20.	84
21.	76
22.	98
23.	94

G. Supplementary Analysis

1. Restate the Commitment - Eighty percent (80%) of the participants will rate each training session satisfactory on 80% of the statements for each training session.

2. Rationale/How This Analysis Related to the Primary Analysis - The data will show the immediate perceptions on the participants regarding the workshop design, workshop content, consultant(s) services, and workshop outcomes. This helps the director twofold: (1) the immediate success or failure of the workshop, and (2) the necessary change for future workshops.

3. Evaluation, Design and Procedures

a. Type - An inservice instrument was designed and it was administered to staff members at the end of each workshop. Likert type scale.

b. Participants - Denby and Finney High School target staff members

c. Amount of Time - Five workshops (Seventeen and one half hours of workshop involvement).

d. Analysis Technique - The respondents were asked to indicate their degree of agreement or disagreement on fourteen different statements dealing with inservice training workshops. The responses were computed for the percent of agreement by the respondents and also for the mean of scores for each statement. The number and percentage of respondents who marked "strongly agree" or "agree" per item are presented in Table 3. Note that the percent is based on the number responding per item. Those who did not answer were excluded in the computation. A scale of one to four was used for the mean of the scores. The score of 1 equals "strongly disagree" and the score 4 equals "strongly agree."

e. Instrument - Inservice Training Instrument

4. Evaluation Results

a. Criterion for Success - Eighty percent (80%) of the participants will rate the inservice training satisfactory on 80% of the statement of each training session.

b. Results Statements - There were fifteen (15) staff members who completed and returned the questionnaires. All staff members rated the workshop satisfactory. The mean average on all statements was ninety-nine percent (99%) of five workshops.

TABLE 13

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Analysis of Workshop Design			
1. There was sufficient time to achieve the workshop's stated objectives.	14/15	93%	3.5
2. The physical setting and facilities were suitable for the workshop functions.	14/15	93	3.7
3. The workshop activities were well structured and organized.	15/15	100	3.8
Workshop Procedures			
1. The training procedures used in the workshop were appropriate to its goals.	15/15	100	3.7
2. The training format provided ample opportunities for active involvement and personal interaction with the consultants and other participants.	15/15	100	3.8
Workshop Content			
1. The workshop goals and objectives were clearly defined and presented.	15/15	100	3.8

TABLE 13 (Cont'd)

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Workshop Content (Cont'd)			
2. Workshop discussions were centered on topics directly related to the workshop goals.	15/15	100%	3.7
Consultant(s) Services			
1. The consultants were knowledgeable and skillful in their presentation and program activities.	15/15	100	3.9
2. The consultants proceeded at a moderate enough pace allowing for a clear understanding by the participants.	15/15	100	3.8
3. The consultants were genuinely concerned with the progress of the participants.	15/15	100	3.8
4. The consultants' program activities were planned and presented in agreement with your perception of the workshop goals and objectives.	15/15	100	3.8

TABLE 13

Evaluation Inservice Training Instrument

Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
Workshop Outcomes			
1. There was considerable agreement between the workshop's stated objectives and what I actually gained.	15/15	100%	3.7
2. The ideas presented were applicable to my needs.	15/15	100	3.6
3. The presentations stimulated further thought and interest in my daily working situation.	15/15	100	3.7

The respondents were also asked to comment on strengths, weaknesses and suggestions for improving future workshops. The results are as follows:

Strengths of the Workshop

1. Consultants	(12)
2. Materials and/or Exercises	(10)
3. Group Participants	(8)
4. Goals and Objectives	(7)
5. Audio-visual Material	(7)

Weaknesses of the Workshop

There were no weaknesses indicated by the respondents.

H. Conclusion

It is suggested that further training is needed in the area of reading instructional techniques. This training should be expanded to all content area teachers.

A. Product Objective #4

1. Individuals - Approximately 103 students, grades 9 and 10
2. Behavior - will demonstrate knowledge

3

3. Object of Behavior - of reading skills
4. Time - September, 1980 to June, 1981
5. Criterion for Success - At least seventy percent (70%) of the students will respond correctly on 70% of the test items.

B. Evaluation Procedures

1. Type - Posttest: May, 1981
2. Participants - Approximately 103 students, grades 9 and 10 were selected for the project.
3. Non-participants - No non-participants were involved in a comparison group.
4. Amount of Time Involved - It was estimated that the project participants received five periods of instruction per week.
5. Analysis Technique - The evaluator will analyze and tabulate the results.
6. Instrument - Ninth Grade Objective Reference Test (NGORT) Grade 9
   Michigan Educational Assessment Program (MEAP) Grade 10

C. Evaluation Results

1. Criterion - At least fifty percent (50%) of the students in the program will respond correctly on 70% of the test items.
2. Results Statement - a. Seventy-two percent (72%) of the ninth grade students scored an average of 86% on the reading skills. The mean average of all the students was 75%.

   b. Eighty-five percent (85%) of the tenth grade students scored an average of 94% on reading skills. The mean average of all the students was 85%.

D. The objective was achieved.

E. Data

See Tables 14 and 15

TABLE 14

Ninth Grade Objective Reference Test

Test	Number	Percent of Score
Reading Skills	103	75%

TABLE 15

Michigan Educational Assessment Program

Grade 10

Tests	Number	Percent of Scores
Vocabulary Meaning	103	85%
Literal Comprehension	103	89%
Inferential Comprehension	103	83%
Critical Reading Skills	103	84%

F. Supplementary Analysis

No supplementary analysis was made for this objective

G. Conclusion

Although the objective was achieved, efforts should be made to work more closely with the low achieving students.

A. Product Objective #5

1. Individuals - Approximately 103 students, grades 9 and 10
2. Behavior - will demonstrate knowledge
3. Object of Behavior - of study skills
4. Time - September, 1980 to June, 1981
5. Criterion for Success - At least seventy percent (70%) of the students in the program will respond correctly on 70% of the test items.

B. Evaluation Procedures

1. Type - Posttest: May, 1981
2. Participants - Approximately 103 students grade 9 and 10 were selected for the project.
3. Non-Participants - No non-participants were involved in a comparison group.
4. Amount of Time Involved - It was estimated that the project participants received five periods of instruction per week.
5. Analysis Technique - The evaluator will analyze and tabulate the data.
6. Instrument - Ninth Grade Objective Reference Test (NGORT) Grade 9
   Michigan Educational Assessment Test (MEAP) Grade 10

C. Evaluation Results

1. Criterion - At least fifty percent of the students in the program will respond correctly to 70% of the test items.
2. Results Statement - a. Seventy percent (70%) of the ninth grade students scored an average of 89% on the study skills. The mean average of all the students was 74%.
   b. Eighty percent (80%) of the tenth grade students scored an average of 90% on the study skills. The mean average of all the students was 84%.

D. The objective was achieved.

E. Data

See Tables 16 and 17

TABLE 16

Ninth Grade Objective Reference Test

Test	Number	Percent of Scores
Study Skills	103	74%

TABLE 17

Michigan Educational Assessment Program

Grade 10

Test	Number	Percent of Scores
Related Study Skills	103	84%

F. Supplementary Analysis

No supplementary analysis was made for this objective.

G. Conclusion

Although the objective was achieved, efforts should be made to work more closely with the low achieving students.

PROGRAM EVALUATION SUMMARY

A. Major Limitations of the Evaluation

There was one major activity during the 1980-81 school year which delayed the implementation of the project as planned. This activity was the TRICA Program. Beyond the control of the project staff the TRICA materials and consultant was not approved until June, 1981.

B. Conclusion

"To be most effective, inservice training should include theory, demonstration, practice, feedback, and classroom application."

We have just completed our second year of this project. The main purpose of this program was to help teachers acquire teaching skills and strategies in teaching reading in the content area.

As educators, we should look at the nature of adult learning, which has generally been ignored by those responsible for staff development even though they are the largest group of adult educators in this country. To plan and conduct effective inservice education, we need to be aware of a number of facts related to adult learning:

- Adults will commit to learning something when the goals and objectives of the inservice are considered realistic and important to the learner, that is job related and perceived as being immediately useful.
- Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.
- Adult learners need to see the results of their effects and have accurate feedback about progress toward their goals.
- Adult learning is ego-involved. Learning a new skill, technique, or concept may promote a positive or negative view of self. There is always fear of external judgement that we adults are less than adequate, which produces anxiety during new learning situations such as those presented in inservice training programs.
- Adults want to be the origins of their own learning; that is involved in selection of objectives, content, activities, and assessment in inservice education.
- Adults will resist learning situations which they believe are an attack on their competence, thus the resistance to imposed inservice topics and activities.

Probably the two most significant new pieces of information on adult learning uncovered during the last decade have direct and important implications for those responsible for inservice.

First, it appears that a higher proportion of adults than formally thought maybe operating at what Piaget calls the concrete operational stage rather than formal operations stage of intellectual development. This suggests that direct and concrete experiences where the learner applies what is being learned are an essential ingredient for inservice education. Abstract, word oriented talk sessions are not adequate to change behaviors.

This lends considerable support to the work of many recent advocates of experiental learning, which originated with John Dewey. Experiential learning - learning by doing - includes:

a. An initial limited orientation followed by participation activities in a real setting to experience and implement what is to be learned - the skill, concept, strategy.

b. An examination and analysis of the experience in which learners identify the effects of their actions.

c. An opportunity to generalize and summarize when the learners develop their own principles and identify applications of these principles.

d. An opportunity to return to try out their principles in the work setting and develop confidence in using what is learned.

Second, the other important finding comes from research by the Rapports in England, and Allen Toughy in Canada. Their work suggests that adults prefer to learn in informal learning strategies where social interaction can take place among the learners. This implies the need to plan inservice that occurs in the normal work setting.

Finally, there is little doubt that effect staff development in schools is a critical need; many of our past practices have been ineffective. One promising alternative for improving inservice education is experiential learning. Experiential learning accommodates the special learning styles of adults, and it maximizes the transfer of learning from training setting to application on the job. It has the potential to change and improve the equality of instructional and administrative practice in our schools.

As a result of two years of project experience ten characteristics of successful in-service workshops have been identifed in terms of what teachers like in training programs. The ten characteristics are as follows:

a. Teachers like meetings which they are actively involved. Just as students do not want to be passive, most teachers prefer Dewey's "learning by doing."

b. Teachers like to watch other teachers demonstrate various techniques in their teaching field. Demonstration teaching can serve as a model that teachers can take back to their classrooms.

c. Teachers like practical information - almost step-by-step recipes - on how others approach certain learning tasks. Too often in-service programs are theoretical and highly abstract.

d. Teachers like meetings that are short and to the point.

e. Teachers like an in-depth treatment of one concept that can be completed in one meeting rather than a generalized treatment that attempts to solve every teacher's problems in one session.

f. Teachers like well organized meetings.

g. Teachers like variety in inservice programs. If the same topics are covered everytime, attendance may drop off.

h. Teachers like some incentive for attending in-service meetings; released time, paid workshops, etc.

i. Teachers like inspirational speakers occasionally. Such speakers can often give a staff the necessary drive to start or complete a school year.

j. Teachers like to visit other schools to observe other teachers in situations similar to their own. These visits, even when observing poor teachers, are highly educational.

k. Teachers like to attend Educational Conference and Conventions for educational renewal and make contact with teachers outside their local school district.

Finally, both teachers and administrators have a challenge; the teachers are expected to make a difference that will improve student learning, and the administrators are responsible for helping teachers make the change. In reality, this seldom occurs. Ideally, it should. School systems perpetuate this discrepency by insisting that administrators are authority figures to be feared and that evaluations are classrooms observations to be tolerated or endured because that's the way it has always been. The time is ripe for a change, and the process for implementing that change is available.

C. Recommendations

On the basis of the general conclusions drawn from the data of this evaluation, and the evaluator's observations, the following recommendations regarding "Teaching Reading in the Content Area for Secondary Teachers" are made:

1. Efforts should be made to set up teams of teachers in each school who might have the same students in their classes.
2. Efforts should be made for both teachers and department heads to work closely together and be more cooperative in teaching reading in their classroom.
3. Efforts should be made for the administration in each school to highly support the project in order to have success.
4. Efforts should be made to focus inservice on job related tasks that the participants consider real and important.
5. Efforts should be made to include opportunities for participants in inservice training to practice what they learn in simulated and real work setting, as part of their training.
6. Efforts should be made to encourage the participants to work in small groups in their schools and to learn from each other.
7. Efforts should be made to reduce the use and threat of external judgement from one's superior by allowing peer participants to give each other feedback concerning performance and areas of needed improvement.
8. Efforts should be made for all administrators (principals, assistant principals, department heads) and teachers to be partners rather than adversaries in the extremely important function of providing the best education possible for boys and girls.
9. Efforts should be made to complete the TRICA Program during the 1981-82 school year.
10. Efforts should be made to have more regular, coordinated, ongoing planning which involves, teachers, departmental heads and principals.
11. Efforts should be made for inter-departmental planning to solve the local school reading problems.

APPENDICES

APPENDIX A

INSTRUMENTS DESCRIPTION

The FRY Grading Readability Formula

A. Product Objective #1.0

B. 1. Brief Description - The purpose of this formula is to obtain the readability of a piece of material.

   2. Type of Scores Used - Grading level.

C. Development of Instrument

The instrument was developed by Edward Fry, University of Rutgers.

D. Copy of the instrument is included in Appendix B.

CLOZE Reading Test

A. Product Objective #1.0

B. 1. Brief Description - The purpose of this instrument was to determine your reading level.

   2. Type of Scores Used - Percent of score determines your reading level.

C. Development of Instrument

The instrument was developed by Dr. Josephy W. Culhane.

D. Copy of the instrument is included in Appendix B.

Inservice Training Evaluation Instrument

A. Product Objective #1.0, #2.0 and #3.0 Process Objective #1.1, #2.1 and #2.2

B. 1. Brief Description - The purpose of this instrument is to obtain data regarding their inservice training.

   2. Type of Scores Used - Likert type scale used for acceptable or not acceptable judgements.

C. Development of Instrument

This instrument was developed by project evaluator.

D. Copy of this instrument is included in Appendix B.

Teaching Strategies for Reading Development in Content Area

A. Product Objective #2.0

B. 1. Brief Description - The purpose of this instrument was to obtain data on the understanding of teaching strategies for reading development by the project participants.

2. Type of Scores Used - Number and percent of right or wrong answers.

C. Development of Instrument

This instrument was developed by the project evaluator and project director.

D. Copy of this instrument is included in Appendix B.

Guidelines for Effective Instruction

A. Process Objective #2.1

B. 1. Brieft Description - The purpose of this instrument was to be used by the evaluator obtaining data by observing teachers in their classrooms.

2. Type of Scores Used - Likert type scale.

C. Development of Instrument

This instrument was developed by project evaluator and project directory. director.

D. Copy of this instrument is included in Appendix B.

Reading Instructional Techniques

A. Product Objective #3.0

B. 1. Brief Description - The primary purpose of this instrument was to check the teachers' understanding of reading instructional techniques.

2. Type of Scores Used - Number and percent of right or wrong answers.

C. Development of Instrument

The instrument was developed by the project evaluator and project director.

D. Copy of this instrument is included in Appendix B.

Ninth Grade Objective Reference Test (NGORT)

A. Product Objective #4.0

B. 1. Brief Description - The purpose of this test has been designed to promote effective instruction as well as assessment of a Student's Communication Skills.

2. Type of Scores Used - Raw score, frequency and percent.

C. Development of Instrument

The instrument was developed cooperatively with Detroit Public Schools by the Instructional Objectives Exchange.

D. Copy of the instrument is available with the Testing Department of the Detroit Public Schools. Michigan Educational Assessment Program (MEAP).

Michigan Educational Assessment Program (MEAP)

A. Product Objective #5.0

B. 1. Brief Description - The purpose of this program is to provide information to local school districts to identify which students have acquired the basic skills.

2. Type of Scores Used - Number and percent of objectives achieved.

C. Development of Instrument

The instrument was developed by the Michigan Department of Education.

D. Copy of the instrument is available with the Michigan Department of Education.

APPENDIX B

INSTRUMENTS

The FRY Grading Readability Formula

The CLOZE Reading Test

Teaching Strategies for Reading Development in Content Area

Reading Instructional Techniques

Guidelines for Effective Instruction

Inservice Training Evaluation Instrument

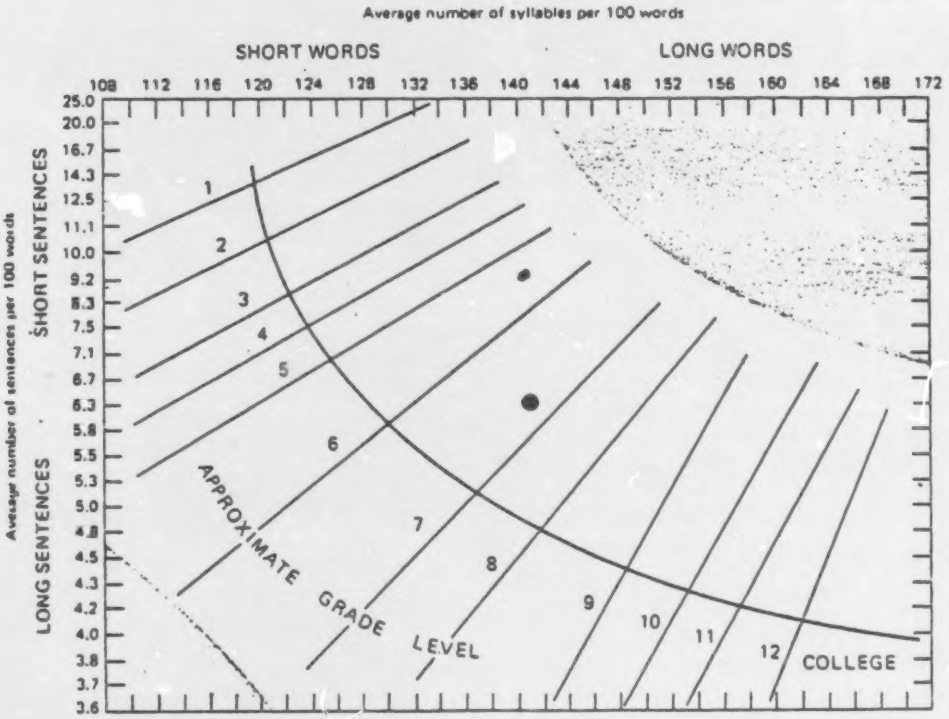
TEACHING READING IN THE CONTENT AREA
FOR
SECONDARY TEACHERS
REGION 7 TITLE IV-C

The FRY Grading Readability Formula

Graphy for Estimating Readability. FRY has developed a means for determining the readability of materials. His method is based on two factors: average number of syllables per 100 words and average number of sentences per 100 words; three randomly selected 100 word samples are used. FRY obtaining high correlations of his readability ratings with SRA, Dale-Chall, Flesch, and student comprehension scores. The present author has found this readability graph easy to use.

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center,
New Brunswick, New Jersey



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passes per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid. When counting words include proper nouns but do not include numerals.

EXAMPLE:

	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

ARTICLE 1

The Meaning of the New Coleman Report

by

Diane Ravitch

It would be unfortunate indeed if public school educators failed to examine the substance of the new Coleman Report, for, while it contains much that will dismay them, it also contains surprisingly good news. For 15 years, since the appearance of the original Coleman report in 1966, educators have been reminded repeatedly that "schools don't make a difference" and that family background heavily determines educational achievement. The new Coleman report dramatically reverses this pessimistic conclusion and finds instead that schools do make a difference, regardless of the family background of students. Although there will continue to be disagreement about aspect of

Whether any form of government subsidy is to be extended to nonpublic schools is above all a political question. It will not be settled by social scientists but by elected officials - perhaps ultimately by the courts. Although Coleman's research bears on the issue, its most salient findings are educational, not political. If there is a single educational message in the Coleman report of 1981, it is that schools do make a difference. Time and again, Coleman demonstrates that achievement follows from specific school policies, not from the particular family background of the students. Since this represents such a dramatic departure from the social determinism

Secondary students in public schools spend less time on homework and receive higher grades than either their counterparts in private schools today or those in public schools in 1972. Only 25% of sophomores in public schools spend more than an hour each school night on homework, whereas 46% of Catholic school sophomores and 50% of sophomores in other private schools do so. The most homework is done by students in a special group of "high-performance" public and private high schools. In these schools 50% of the public school sophomores spend at least an hour each night, as do 83% of

ARTICLE 2

The National Diffusion Network

by

Shirley Boes Neill

For those unfamiliar with the history of the NDN, let me briefly recap its beginnings. The NDN was started in 1974 with discretionary funds available under the Elementary and Secondary Education Act (ESEA), Title III (now extinct). The NDN's purpose was to support the dissemination of Title III projects that could prove their effectiveness to a federal panel known as the Joint Dissemination Review Panel (JDRP). This mandate was broadened in subsequent years to include projects developed within or outside the Depart-Department of Education. Since no other education effort in the federal government had a similar mandate, the NDN was a poineer in identifying and

The future prespects of the NDN are difficult to predict, given the Reagan Administration's announced intention to cut almost every federal program. Interest in the NDN is at an all-time high, according to Wickline. "You just have to sit in our office and see the inquiries coming in - not only from educators all across the country but from other federal programs and foundations that are looking to the NDN to help them disseminate their exemplary programs.

"Unfortunately," Wickline added, "NDN does not have the support of a specific special interest group nationwide. Although it has the potential of reaching all

ARTICLE 3

Rich States, Poor States

by

Chris Pipho

Halfway into the current fiscal year, Gov. Robert Ray reduced state spending by 4.6% to keep the state budget within expected revenue limits. The legislature also revised the allowable growth rate of 9.026% down to 5% for 1981-82. This revision, coupled with the reduction in spending for the 1980-81 fiscal year, will cause severe problems for many local school distri districts. Newly enacted legislation would permit local school boards to impose an income surtax to offset the difference between the stat appropriation and the local need, but political repercussions will probably deter many districts from taking this step.

Florida. Although no one in Florida is talking about a surplus, tax receipts and the generally sound fiscal situation will permit some modest spending increases. Gov. Robert Graham proposed in mid-March that state funding for education be raised from 65% to 70% in 1982, giving some relief to local property taxpayers. The unknown part of the budget is the extent of federal cutbacks and the amount of money needed to replace these funds. Some experts estimate that if services and compensation for staff are to be maintained in the absence of federal funds, a new tax bill is going to have to be enacted.

Indiana. The proposed funding level (5% increase) for public schools in Indiana has been termed the lowest in the last 10 years. Educators and other groups are concerned that inflation is continuing to outrun the rate of increase in school budgets. In 1979 the schools received a 7% increase, while inflation was 12%. Many educators feel that public schools have rent budget year. He has also asked voters to approve a property tax amendment to the state constitution calling for revenue cuts of $200-$290 million. The proposal would cut property taxes in half, limit nonvoted increases in taxes to 6% a year, raise the sales tax to 5.5% from 4%, and, in general, try to spur the economy with a mammoth tax cut. The governor has promised an executive order cutting the budget by October 1981 if the initiative is

THE CLOZE READING TEST

As with any educational problem, there is no single technique for a solution. For the content teacher ____1____ in helping students use books ____2____, there is needed a ____3____ review of the students' ____4____ and the decisions needed ____5____ improve them. For general ____6____ teachers must show the ____7____ and utility of information ____8____ a content text. After ____9____ there should be a ____10____ movement toward independent use ____11____ the book. Initially, however, ____12____ has to be directed ____13____ not simply assigned. In ____14____ reading-thinking there should ____15____ a concern for purpose, ____16____, order of ideas, and ____17____ judgment.

One of the ____18____ that a teacher can ____19____ to students the importance ____20____ a book from the ____21____ is to give them ____22____ practice exercise to find ____23____ in the book that ____24____ be found anywhere else. ____25____ that way, the book ____26____ important because it is ____27____ only source of information ____28____ answer a particular question ____29____ solve a problem.

There are ____30____ reading skills common to ____31____ kinds of reading. A ____32____ of any text is ____33____ to be able to ____34____ important information, make inference, ____35____ themes and main ideas, ____36____ make judgments and application ____37____ about the information that ____38____ or she has interacted ____39____. The problem is not ____40____ lack of some of ____41____ skills; the problem is ____42____ many students do not ____43____ they have them to ____44____ to specific content texts. Teachers ____45____ explain how to transfer ____46____ general reading skills to ____47____ specific content area.

A____48____so difficult as to be____49____will deal its own____50____to students' interest and willingness to read a textbook. No one puts up with continuing frustration, and so gives up or avoids those things that are continually frustrating. For that reason the teacher's decision about the textbook and related materials weighs the relationship between the readability of the text and the ability of the students.

TEACHING STRATEGIES FOR READING DEVELOPMENT IN CONTENT AREAS

The first step toward better reading is improving your vocabulary. The second step is better thinking.

If you want to ____1____ well, you have to know why you are reading, what ____2____ are looking for, and how fast you must get the ____3____. That means that a good ____4____ keeps alert for these things as he reads. Here are six ____5____ that can guide you in thinking while you read. Study each one carefully.

RULE I: *Set a purpose.* Before you read anything, make sure that you give yourself a ____6____ for reading it.

RULE II: *Pay attention.* Keep your ____7____ on what you are doing. You can't do ____8____ things at once.

RULE III: *Get the point.* What is the main ____9____ of the article? Make sure you know the ____10____ of the words and of the sentences that you read.

RULE IV: *Find important details.* Don't try to remember ____11____, but make sure you remember the ____12____ facts.

RULE V: *Think as you read.* Your mind has to stay ____13____ or you won't ____14____ what you see on the paper.

RULE VI: *Vary your speed.* Some things you can read ____15____; some things, slowly. Change your reading speed to ____16____ what you are reading

WHY DO YOU READ?

Be honest with yourself. Do you know ____17____ you are reading? Right now, for instance? Are you reading only because someone ____18____ these pages to you? How much do you think you will ____19____ if your only purpose is to ____20____ the pages?

Now look at the ____21____ statements and reread the first ____22____ for good reading

If you want to get the ____23____ our of your reading, you must ____24____ for yourself for everything that you read. That's the reason the ____25____ rule is set a purpose.

How do you set a purpose for ____26____? In school work the ____27____ will often set a purpose for you, but that ____28____ keep you from setting your own ____29____. Here are some ____30____ that you should ask yourself before beginning to read:

1. Am I looking for anything in ____31____?
2. What ____32____ will my teacher ask about this article?
3. Will I have to ____33____ a report about it? What ____34____ must I look for to write a good report?
4. What is there about the ____35____ or the topic of the article that ____36____ me particularly?
5. Will I want to explain the ____37____ to someone else? What will I have to ____38____ if I want to retell what I have read?

READING INSTRUCTIONAL INSTRUMENTS

WHAT'S IN IT FOR YOU?

Session One

DIRECTIONS: Place an "A" for Agree or "D" Disagree in from of each statement.

_____ 1. Professionals should practice what the preach.

_____ 2. Reading and course content need not be taught separately.

_____ 3. Involving students in the exploration and expression of ideas is of primary importance; refinement of those expressions can be devloped over time.

_____ 4. A profitable teacher-education course does not replace old methods with new; rather, it promotes a synthesis of compatible new and old methods and ideas.

_____ 5. Reading instruction in content areas should constitute the main emphasis of a school's reading program; and reading instruction in reading classes should be a supplement to this main emphasis.

_____ 6. The true test of a reading program is what happens when the money runs out.

_____ 7. Even as the content in curriculum areas increases in sophistication through the grades, so does the process by which that content is learned; and students need to be taught how to handle both.

_____ 8. Telling is easier than teaching; assigning is easier than showing how.

VOCABULARY DEVELOPMENT: APPLICATION

Session Two

DIRECTIONS: Place an "A" for Agree or "D" for Disagree in front of each statement.

_____ 1. One can define a word and not know its meaning, but not the reverse.

_____ 2. Students can understand a concept or apply a process even though they do not know the technical name for either one.

_____ 3. Teaching inductively requires great flexibility because you can't always be certain where you will wind up - even though you feel certain where you are going.

_____ 4. Part of the introduction of a new unit of study is making students aware of how much they already know about it.

_____ 5. Developing students' emotional and intellectual investments in a unit of study takes time; but it is time well spent.

_____ 6. A structured overview is a vehicle for teaching the content, the organization, and the definitions of words related to the organizing idea of the lession.

_____ 7. If you teach your content through broad enough concepts, most students will discover that they already know a lot about what you are teaching.

_____ 8. It is difficult to teach someone an idea that is not already dawning in his/her consciousness.

_____ 9. As long as students are learning, their activities need to be monitored.

_____10. Ignorance increases with specificity.

VOCABULARY DEVELOPMENT: RATIONALE

Session Three

DIRECTIONS: Place an "A" for Agree or "D" for Disagree in front of each statement.

_____ 1. Mere usage of words is not sufficient to enhance learning: the nature and quality of that usage are the determiners of learning.

_____ 2. What you don't use, you lost; what you lose, you don't use.

_____ 3. Methods and materials for vocabulary development are constant even though applied to different subjects and grade levels.

_____ 4. Selecting is not presenting, presenting is not teaching, teaching, is not reinforcing.

_____ 5. When there is more to be done than you have time to do, it is important to have some system by which to do all that is possible.

_____ 6. When you teach vocabulary, you teach content; when you teach content, you teach vocabulary.

_____ 7. Vocabulary development is part of preparing students to read the resource materials required in their courses.

_____ 8. When in doubt, repeat. More damage is done by omission than by repetition.

_____ 9. It is better to help students relate their experience to what you are teaching than to ignore their experience and keep them on the edge of ignorance.

_____ 10. What you invest in, you care for; what you save, you treasure.

LEVELS OF COMPREHENSION: APPLICATION

Session Four

DIRECTIONS: Place an "A" for Agree or "D" for Disagree in front of each statement.

_____ 1. If something is worth doing, it is worth doing well.

_____ 2. Time spent by careful preparation is time gained by reduction of need for reteaching.

_____ 3. The comprehension process is learned through meaningful application to the content being studied rather than through separate, direct instruction with concern only for the process.

_____ 4. Specialization favors complexity.

_____ 5. Each successive level of comprehension is dependent on the preceding one(s).

_____ 6. Differences in the comprehension process applied to various content areas have more to do with the nature of the content than with the function of the process.

_____ 7. In the simplification of a process, what you lose in sophistication you gain in utility.

_____ 8. Differences in the comprehension process applied at various grade levels have more to do with the sophisticiation of the materials than the nature of the process.

_____ 9. Good teaching is "showing how" more than "testing whether."

_____ 10. The use of levels of comprehension can facilitate the accommodation of instruction to the range of students' achievement found in most content-area classess.

LEVELS OF COMPREHENSION: RATIONALE

Session Five

DIRECTIONS: Place an "A" for Agree or "D" for Disagree in front of each statement.

_____ 1. The three levels of comprehension are interrelated, with each successive one drawing on the preceding one.

_____ 2. A simple way to make certain that students will be successful in reading a textbook is to give them all of the help they need in order to be successful.

_____ 3. Because their curricula differ, it necessarily follows that reading teachers and content-area teachers will teach reading differently.

_____ 4. Differences in the way students comprehend at different grade levels have more to do wtih the sophistication with which the comprehension process is applied than with the nature of the process being applied.

_____ 5. It requires more objectivity by the reader to determine "what an author means" than to determine "what an author says."

_____ 6. The function of the applied level of comprehension is to allow some subjectivity in reading, to make use of prior knowledge and experience.

_____ 7. While assumptions are implicit in the use of both declarative statements and questions to guide students' reading, the nature and substance of the assumptions are quite different for the two.

_____ 8. Independence is a relative state; therefore the cycle of assistance must be repeated at each new level of sophistication as needed (providing page, column, etc.).

_____ 9. The levels guide is only that; for only with thoughtful discussion of the information and ideas which the guide draws from the text and the readers, will the students develop a simultaneious understanding of content and process.

_____10. The comprehension process can be simulated in most content areas in a simple, manageable way.

ORGANIZATIONAL PATTERNS: APPLICATION

Session Six

DIRECTIONS: Place an "A" for Agree or "D" for Disagree in front of each statement.

_____ 1. Versatile readers not only know what optional processes they can apply to materials, they also know how to apply them.

_____ 2. Authors of different subject-matter material use the same patterns to weave together information and ideas, yet the product seems different -- not because of differences in the patterns but because of differences in the material to which the patterns are applied.

_____ 3. Simulation of a process requires an identification of evidence to support the product of the process being simulated.

_____ 4. There is rarely a need for a full-class discussion of all items on a guide if those items have been discussed by students in their small groups.

_____ 5. Time spent in preparation for the guidance of students' reading decreases the time spent in frustrating repetition and unnecessary review.

_____ 6. There is a strong relationship between simplicity and profundity, between clarity and intricacy.

_____ 7. Different patterns are found within content areas; the same patterns are found across content areas and grade levels.

_____ 8. Guiding students' reading does not allow time for counting milk money, doing the class register, or putting one's feet up; students' activities, reactions, and interactions must be carefully monitored to maximize learning.

_____ 9. Since "content determines process" one must establish the organizing idea for the lesson before one can know whether to use levels or patterns (or even which pattern) to guide students' reading.

_____ 10. If students are always guided in their reading, they will never develop independence in their reading.

Teaching Reading in the Content Area
Region #7
Title IV-C

Subject: ____________________ Teacher: ____________________________

Date of Visit: ______________

Guidelines for Effective Instruction
Check List

The Learning Environment

	Low				High
1. Is the classroom attractive?	1	2	3	4	5
2. Is the seating arrangement conducive to learning?	1	2	3	4	5
3. Are supplementary materials available in the classroom?	1	2	3	4	5
4. Is there good rapport between the teacher and the students?	1	2	3	4	5
5. Are there established procedures for routine classroom activities?	1	2	3	4	5

Elements of the Teaching-Learning Process

1. Was the motivation by the teacher at the beginning of the lesson effective?	1	2	3	4	5
*2. Were lesson objectives clear?	1	2	3	4	5
*3. Was the introduction to the lesson adequate?	1	2	3	4	5
*4. Was the presentation of the content relevant, logical and sequential?	1	2	3	4	5
*5. Was a variety of techniques, materials and/or activities utilized to develop the concept(s)?	1	2	3	4	5
*6. Were the necessary materials prepared and organized in advance to meet individual differences, and were they readily accessible?	1	2	3	4	5

		Low				High
*7.	Were the activities appropriate for the concept(s) developed?	1	2	3	4	5
8.	Was there a summarization at the close of the lesson?	1	2	3	4	5
9.	Was there an assessment of the learning?	1	2	3	4	5
10.	Was an assignment made to review the current lesson and/or to prepare for the subsequent lesson?	1	2	3	4	5

Evaluation of the Teaching-Learning Process

1.	Were there indications that the objective(s) had been achieved by the students?	1	2	3	4	5
2.	Were the individual differences of the students met?	1	2	3	4	5
3.	Were the students responsive and interested?	1	2	3	4	5

Comments:

Teaching Reading in the Content Area-Region #7
Title IV-C
Mike Syropoulos
Project Evaluator

Teacher's Guide

Name of Teacher ______________________________

School ______________________________

Subject Area ______________________________

Date ____________________

1. Where are you in the course? (unit, lesson, page numbers in texts, etc.).

2. What teaching/learning activities will be observed?

3. What skills, attitudes, content will be taught? (What are your students going to get out of it?).

4. How are you going to do it? (Methods)

5. Are there particular teaching behaviors that you especially want monitored?

6. How are you going to know if the students have learned? (Substantiate)

7. What special characteristics of the students should be noted?

Public
Schools

REGION SEVEN SECONDARY CONTENT AREA READING
TITLE IV-C IN-SERVICE TRAINING WORKSHOP

Evaluation
Department

The basic purpose of this workshop is to provide Denby and Finney High Schools staffs in-service training in teaching reading in the content areas.

In seeking to achieve this goal, an evaluation of the in-service training is conducted in order to gain information relative to the strengths and weaknesses of the workshop.

Your assistance is needed to provide information based on your personal effectiveness of the In-Service Training Workshop.

Thank you for your cooperation.

Mike Syropoulos, Ed.D.
Evaluator
Research and Evaluation Department

DIRECTIONS: PLEASE CIRCLE ONE RESPONSE FOR EACH STATEMENT.

SA - Strongly Agree: You strongly agree with the statement.
A - Agree: You agree more than you disagree.
D - Disagree: You disagree more than you agree.
SD - Strongly Disagree: You strongly disagree with the statement.
NA - Not Applicable: Does not apply or don't know. Circle when you feel this statement does not apply or you simply cannot answer the question.

1. There was sufficient time to achieve the workshop's stated objectives. SA A D SD NA
2. The physical setting and facilities were suitable for the workshop functions. SA A D SD NA
3. The workshop activities were well structured and organized. SA A D SD NA
4. The training procedures used in the workshop were appropriate to its goals. SA A D SD NA
5. The training format provided ample opportunities for active involvement and personal interaction with the consultants and other participants. SA A D SD NA
6. The workshop goals and objectives were clearly defined and presented. SA A D SD NA
7. Workshop discussions were centered on topics directly related to the workshop goals. SA A D SD NA
8. The consultant was knowledgeable and skillful in the presentation and implementation of the program activities. SA A D SD NA

9. The consultant proceeded at a moderate enough pace allowing for a clear understanding by the participants. SA A D SD NA

10. The consultant was genuinely concerned with the progress of the participants. SA A D SD NA

11. The consultant's program activities were planned and presented in agreement with your perception of the workshop goals and objectives. SA A D SD NA

12. There was considerable agreement between the workshop's stated objectives and what I actually gained. SA A D SD NA

13. The ideas presented were applicable to my needs. SA A D SD NA

14. The presentations stimulated further thought and interest in my daily working situation. SA A D SD NA

15. What were the strengths of the workshop? Please check:

☐ Consultants
☐ Materials and/or Exercises
☐ Audiovisual Materials (if any)
☐ Group Participants
☐ Goals and Objectives
Other (please explain)____________
____

16. What were the weaknesses of the workshop? Please check:

☐ Consultants
☐ Materials and/or Exercises
☐ Audiovisual Materials (if any)
☐ Group Participants
☐ Goals and Objectives
Other (please explain)____________
____

17. Please note any suggestions for improving future workshops. (Use other side if necessary.)